

# ***Study on the Teaching Reform of Adult Nursing Course Based on OBE Educational Concept***

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**Abstract:** Attaching importance to the assessment of students' learning achievements is a practical requirement of the development of vocational education in China. The OBE education concept based on "outcome-oriented, student-centered and continuous improvement" is regarded as relatively widely recognized by international and domestic universities. This article takes the "Adult Nursing" course as an example, focusing on how to apply the OBE education concept to actual teaching, by clarifying the course learning outcome goals, then designing the course goal path, and finally building a learning outcome evaluation system, while continuously improving and guaranteeing learning outcomes to explore effective ways to improve the quality of curriculum teaching and the quality of talent training. The OBE teaching concept proposed in this paper has certain universality for the vocational education curriculum teaching reform and provides theoretical support and practical guidance for the curriculum reform based on the OBE teaching concept, which has certain reference significance.

## **1. Overview of OBE Education Concept**

The OBE education concept (Outcome-based Education, OBE for short) is a learning outcome-oriented education model, first proposed by American scholar William G. Spady in 1994[1]. The educational concept believes that the goal of instructional design and implementation should be the learning results obtained after students receive education. This teaching concept emphasizes that learning outputs are learning results. The OBE teaching concept believes that educators need to make clear ideas about the results that students can achieve after graduation, and then design an appropriate teaching system to ensure that students can achieve the expected goals. The OBE education concept has been applied in the teaching of different professional courses[2-4], which meets the needs of application-oriented talent training.

## **2. Advantages of the OBE Education Concept**

Compared with traditional teaching, the OBE teaching model has more advantages in the setting of course objectives, teaching plan arrangement, learning time, evaluation, motivation [5], etc., as shown in Table 1.

Table 1: Comparison between OBE teaching model and traditional teaching model.

model	OBE teaching model	traditional teaching model
course objectives	Focus on how students learn	Focus on how teachers teach
teaching plan arrangement	Based on output, content is determined by demand	Based on the curriculum, teacher decides the content
learning time	Flexible, according to the student's own situation	Rigid, according to the schedule
student role	Active	Passive
learning evaluation	Formative assessment	Final assessment
learning motivation	Achievement and self-worth of learning output	Teacher's personality charm

### 3. Teaching Exploration and Reform of “Adult Nursing” Course Based on OBE Education Cconcept

Nursing is one of the first batch of undergraduate-level vocational education pilot majors. In the teaching standards and training programs of this major, the “Adult Nursing” is the profession core course. It plays an important role in cultivating students’ nursing positions for hospitals and other medical and health institutions to be able to engage in clinical nursing and health care. This article takes the “Adult Nursing” course as an example, focusing on how to apply the OBE education concept to actual teaching, and exploring effective ways to improve the teaching quality of the course and the quality of talent training. Reforming a course based on the OBE education concept requires four joint efforts. The first is to clarify the objectives of the curriculum learning outcomes, the second is to design the path to achieve the curriculum objectives, and finally the construction of the learning outcomes evaluation system, and at the same time, in the process, continuous improvement guarantees the learning outcomes.

#### 3.1. Clarify the Objectives of the Course Learning Outcomes

Based on the concept of OBE education, teaching activities should clearly focus on the final learning results that students can achieve after completing the learning process. The goal of talent training is the expected output of students, which exists before the teaching content and dominates. Curriculum is the main carrier for the school to cultivate talents, and it is also the micro link for the school to implement teaching activities. Talent training objectives are integrated on the basis of individual curriculum objectives. Activities such as curriculum resource development, curriculum teaching link setting, and curriculum teaching organization and implementation all need to focus on the expected objectives. Only with the appropriate course learning outcome goals can we achieve good control over the course as a whole. Based on China’s “Nursing Professional Teaching Standards for Higher Vocational Schools” and the talent training program of our school formulated under this guidance, the support matrix of this course for professional training goals and training specifications (quality, knowledge, ability) is established[6], that is, this course contribute to professional training objectives and training specifications. Therefore, the objectives of the learning outcomes of this course are defined as quality objectives: Respect for life, love for labor, social responsibility and social participation; With quality awareness, safety awareness, information literacy, artisan spirit, innovative thinking; Self-management ability, career awareness of planning, with a strong sense of collective and teamwork spirit; Develop good fitness and hygiene habits, and good behavior habits; knowledge goal: Master the basic theory and knowledge of nursing, have a

certain basic medical and clinical medical knowledge; Master the concepts, causes, pathogenesis, health history, physical and mental status, auxiliary examination, treatment principles, nursing diagnosis, nursing measures and nursing evaluation related knowledge of common diseases in various stages of life; Master the health of common diseases in various stages of life knowledge related to education, health promotion and occupational protection; ability objectives: Ability to explore learning, lifelong learning, problem analysis and solving; Good language and writing skills and communication skills; Be able to carry out emergency rescue cooperation in a standardized manner, have emergency rescue capability given emergencies; Be able to independently carry out health education and health care guidance common diseases; Has the ability to complete recording of the nursing process; Use and maintenance of common equipment correctly; Have a certain IT applications and maintenance capabilities.

OBE is a process of “reverse design, forward implementation”. The goal is both the starting point and the end point, thus ensuring the consistency of education goals and results to the greatest extent. The training goals determine the graduation requirements, and the graduation requirements determine the curriculum system, to the course link finally, which is fully in line with the human-oriented cognitive laws and characteristics of modern educational thought.

### **3.2. Design a Path to Reach the Course Goal**

Outcome-oriented education is a “student-oriented” educational philosophy, emphasizing student-centered, advocating that students can finally achieve the expected results of the course after each course, but in reality, the basis of each student there is a certain difference in ability and comprehensive quality. Therefore, in the course teaching, teachers must design and implement a flexible teaching model to achieve teaching according to their aptitude. Therefore, there is no fixed teaching system for the teaching model led by the outcome-oriented education concept. Teachers are required to carry out instructional design according to the actual comprehensive ability level of each student, and in the process of teaching, they must monitor and observe the learning situation of each student in time, summarize and make corresponding adjustments in time, so that the instructional design can be truly applicable to every student to ensure that after the end of the course teaching, each student can achieve the expected course goals. “Adult Nursing” is based on “Adaptive Learning Technology”, more interactive and inquiry-based teaching, to guide students to strengthen the understanding and application of basic nursing theories and basic knowledge, there must be sufficient analysis content to encourage students to “self-study”, promote “independent learning”, “cooperative learning”, “inquiry learning”. In classroom teaching, teachers should provide timely guidance, ask questions and ask questions at key points, and insist on combining learning, guidance, and teaching to guide students to actively explore and thinking, through analysis and exploration of real clinical nursing cases, to obtain effective conclusions to solve practical work problems, at the same time, it is necessary to sum up in a timely and appropriate manner, and organically combine knowledge and methods to facilitate the comprehensive use of students. The practical teaching of the course should be combined with theoretical teaching, and the appropriate carrier should be selected to enable students to go through the process of solving complex work problems, and to master theoretical knowledge in the process of problem solving, fully embodying the comprehensive application of knowledge, technical skills and methods.

### **3.3. Construct a Learning Outcomes Evaluation System**

A very important link in the OBE education model is to evaluate the learning output. How to rationally evaluate the students’ various qualities, knowledge, and abilities in an objective and comprehensive manner can help effectively reform the curriculum and carry out continuous

improvement. The idea of outcome-oriented education emphasizes the evaluation principle of “teaching by learning”, that is, teachers “how to teach” should be evaluated by students’ “how to learn”. The basic idea is that teachers “teaching students to learn” and teaching students “Like to learn” “Will to learn” “learn by heart”, among which “Will to learn” is the core, guiding students to learn by themselves and learn by doing. Outcome-oriented teaching evaluation mainly focuses on learning results, not on teaching content, learning time, and learning methods. The evaluation under the concept of outcome-oriented education is the evaluation of output, that is, the learning outcomes of students. The results of course learning output can be divided into two forms: explicit results and implicit results. Explicit results can be expressed through oral language, text, and body imitation forms of presentation; implicit results such as emotions, wisdom, values, etc. can be embedded in the student’s thinking system through the form of works (outcomes). The purpose of the evaluation is to improve, that is, through closed-loop feedback to effectively ensure that the teaching activities of the course never deviate from the course goals and promote the goals to be better achieved.

Based on the principles of building a diversified assessment and evaluation system, full-course assessment and ability assessment, the course reform adopted a variety of assessment methods such as classroom questions, periodic tests, questionnaire surveys, project design, case nursing reports, cosplay, and social practice. Pay attention to process management, and dynamically control the development level of students’ quality, knowledge and ability. At the same time, OBE emphasizes that each student must meet the educational requirements, emphasize self-comparison, whether it has reached the self-reference standard, and give different evaluation levels from unskilled to excellent to carry out targeted evaluation. The evaluation results that they are often expressed in terms of “conformity/non-conformance”, “achieved/unachieved”, “passed/failed”, etc., and provide a useful reference for schools and teachers to improve teaching through a clear grasp of students’ learning status.

### **3.4. Continuous Improvement Guarantees Learning Outcomes**

Although the establishment and operation of the teaching quality management system should be based on the school level, it must be refined and implemented to the professional level, and further to be established at the curriculum level. In order to effectively ensure that students have the qualities, knowledge, and ability requirements stipulated in the course objectives after learning the course, they can use the “8-shaped quality improvement spiral”, that is: goals-standards-design-organization-implementation-diagnosis-innovation-improvement continue to advance and cycle, and at the same time establish a real-time dynamic loop of “implementation-monitoring-warning-improvement-design” during the implementation process, forming a curriculum quality improvement spiral that is independent and interdependent, horizontal to vertical and vertical to the end, and networked full coverage diagnosis and reform mechanism. Of course, the “8-shaped quality improvement spiral” is not a simple repetition. It is dynamic rather than static. It continuously improves and solves the problem of curriculum teaching quality by a spiral upward cycle, and then to achieve the goal of continuous guarantee and improve the teaching quality of the course.

Establish a perfect continuous improvement mechanism, first determine the quality assurance objectives of the course, then determine the conformity and achievement of the course training objectives and graduation requirements, and finally formulate a continuous improvement plan for the course teaching activities, and through the “8-shaped” quality improve the spiral to achieve. The continuous improvement of the teaching of this course is not regarded as a part of the course teaching, it is a running mechanism that runs through the course of the course.

## 4. Conclusions

Attaching importance to the assessment of students' learning achievements is a practical requirement of the development of vocational education in China. With the deepening of the development of vocational education in China, the quality of professional education has become the most urgent and direct link in the construction of professional courses. The OBE education concept based on "outcome-oriented, student-centered and continuous improvement" is regarded as relatively widely recognized by international and domestic universities. The concept of standardization and practice is the key and difficult point to improve the quality of professional education. The OBE teaching concept proposed in this article has certain universality for the vocational education curriculum teaching reform and provides theoretical support and practical guidance for the curriculum reform based on the OBE educational concept, which has certain reference significance.

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